



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1313 N. 2nd St., Phoenix, AZ 85004

Arizona School For The Arts

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Excelling
2003-04 Excelling
2002-03 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2004-05 Excelling
2003-04 Excelling
2002-03 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Mark Francis
Schedule : 07:00 AM to 05:00 PM
Grades : 6-12
2005 Enrollment : 370
Web Address : www.goasa.org
Phone Number : (602) 257-1444
Fax Number : (602) 252-7795
E-mail : mfrancis@goasa.org

Mission

Arizona School for the Arts was incorporated in 1995 as a college preparatory/performing arts charter school serving grades 6-12. ASA is a rigorous academic and performing arts community, cultivating leaders of the future. Students at ASA perform well above state and national averages on both AIMS and Stanford 9 tests. In 2003, ASA received a performance indicator of 'Excelling' by state and federal agencies.

School / Academic Goals

- ü ASA provides a learner outcome-based curriculum organized around what students need to know or to create. Students participate in performance-based assessments and AIMS.
- ü ASA presents an emphasis on both arts and academic studies that will prepare students for conservatory or university study. The academic curriculum is designed for college preparation.

Enrollment

October 1, 2004 School Year Student Enrollment : 355
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Academic College Preparatory
- ü Arts Programs with Professionals

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

The ASA staff strives continually to provide the following three things: a physically safe environment; a rigorous, challenging and stimulating academic program; the opportunity to work with professional artists as part of the student's core curriculum.

Parents

Parents are responsible to regularly monitor their child's work and to be familiar with the goals and objectives of the school, as well as the overall academic and arts curriculum. Attendance problems will adversely affect student evaluation. In addition, parents are required to attend their student's bi-annual research presentation.

Transportation Policy

Parents have the responsibility to arrange reliable transportation for students to and from the school. Zip code lists are available for parents who wish to coordinate a carpool from their area of the valley.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Flinn Scholar	2004
ü Principal in National High School Honor Orchestra	2003
ü National Merit Scholar	2005
ü Entire Classes of 2005 and 2006 have passed AIMS	2005

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	66	78250	100	100	99	616	616	548	0	0	21	3	3	18	58	58	48	38	38	13
All Students (Prior Year)	60	60	75001	100	100	99	529	529	468	9	9	37	26	26	36	21	21	16	44	44	10
Female	48	48	38071	100	100	99	612	612	549	0	0	20	2	2	19	66	66	49	32	32	12
Male	18	18	40126	100	100	99	626	626	547	0	0	23	6	6	17	39	39	46	56	56	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	56	56	38320	100	100	99	616	616	568	0	0	12	2	2	14	60	60	55	38	38	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	64	64	68996	100	100	99	616	616	561	0	0	16	3	3	18	59	59	52	38	38	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	65	65	44937	100	100	100	615	615	561	0	0	13	3	3	15	59	59	54	38	38	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	66	78302	100	0	99	580	580	512	0	0	11	6	6	25	62	62	57	32	32	7
All Students (Prior Year)	59	59	74918	100	100	99	559	559	497	5	5	32	4	4	19	38	38	35	54	54	15
Female	48	48	38082	100	0	99	581	581	518	0	0	8	4	4	24	64	64	61	32	32	7
Male	18	18	40166	100	0	99	576	576	507	0	0	14	11	11	26	56	56	54	33	33	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	56	56	38347	100	0	99	583	583	531	0	0	5	4	4	17	64	64	68	33	33	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	64	64	69024	100	0	99	580	580	524	0	0	7	6	6	23	62	62	62	32	32	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	65	65	44979	100	0	100	580	580	525	0	0	6	6	6	18	61	61	66	33	33	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	66	78094	100	100	99	624	624	545	0	0	3	2	2	18	75	75	77	23	23	2
All Students (Prior Year)	60	60	74503	100	100	99	596	596	491	0	0	9	5	5	32	65	65	51	30	30	8
Female	48	48	38025	100	100	99	635	635	558	0	0	2	0	0	13	70	70	82	30	30	2
Male	18	18	40013	100	100	99	596	596	534	0	0	5	6	6	23	89	89	71	6	6	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	56	56	38265	100	100	99	625	625	564	0	0	2	2	2	11	75	75	84	24	24	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	64	64	68892	100	100	98	626	626	559	0	0	2	2	2	14	75	75	82	24	24	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	65	65	44871	100	100	100	623	623	559	0	0	2	2	2	12	77	77	84	22	22	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	69846	100	100	100	760	760	699	0	0	21	0	0	11	46	46	49	54	54	18
All Students (Prior Year)	44	44	65934	100	100	100	523	523	492	5	5	43	18	18	18	43	43	24	34	34	15
Female	35	35	34328	100	100	99	754	754	702	0	0	19	0	0	12	50	50	51	50	50	18
Male	14	14	35509	100	100	100	774	774	696	0	0	23	0	0	11	36	36	48	64	64	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	41	41	36421	100	100	99	763	763	714	0	0	12	0	0	8	40	40	54	60	60	26
Students with Disabilities	--	--	7690	--	--	100	--	--	593	--	--	64	--	--	14	--	--	21	--	--	2
Students without Disabilities	49	49	62220	100	100	99	760	760	712	0	0	16	0	0	11	46	46	53	54	54	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	49	49	48489	100	100	100	760	760	704	0	0	15	0	0	10	46	46	52	54	54	23

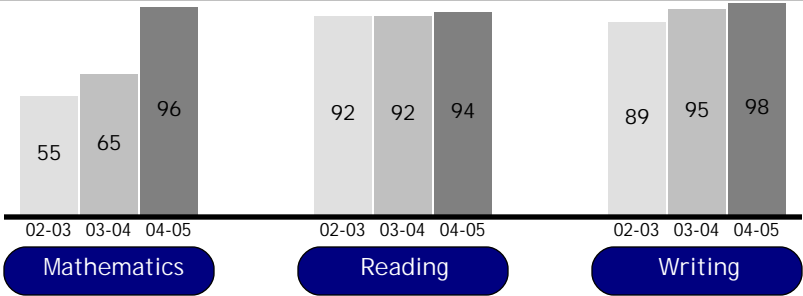
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	71311	100	100	100	767	767	694	0	0	7	0	0	21	54	54	63	46	46	9
All Students (Prior Year)	44	44	68162	100	100	100	564	564	509	0	0	18	2	2	24	61	61	51	36	36	8
Female	35	35	34899	100	100	100	772	772	700	0	0	5	0	0	19	50	50	66	50	50	10
Male	14	14	36430	100	100	100	754	754	688	0	0	9	0	0	22	64	64	61	36	36	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	41	41	36841	100	100	99	770	770	713	0	0	3	0	0	12	50	50	72	50	50	13
Students with Disabilities	--	--	8021	--	--	100	--	--	590	--	--	27	--	--	42	--	--	29	--	--	1
Students without Disabilities	49	49	63379	100	100	100	767	767	707	0	0	5	0	0	18	54	54	68	46	46	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	49	49	49157	100	100	100	767	767	702	0	0	4	0	0	16	54	54	69	46	46	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	70868	100	100	100	748	748	688	0	0	5	0	0	23	48	48	63	52	52	9
All Students (Prior Year)	44	44	67629	100	100	100	654	654	524	0	0	22	2	2	16	70	70	59	27	27	3
Female	35	35	34710	100	100	99	750	750	697	0	0	3	0	0	19	38	38	66	62	62	12
Male	14	14	36176	100	100	100	745	745	678	0	0	7	0	0	27	71	71	59	29	29	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	41	41	36710	100	100	99	748	748	702	0	0	2	0	0	15	48	48	69	53	53	13
Students with Disabilities	--	--	7900	--	--	100	--	--	580	--	--	22	--	--	49	--	--	28	--	--	1
Students without Disabilities	49	49	63054	100	100	99	748	748	701	0	0	3	0	0	20	48	48	67	52	52	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	49	49	48960	100	100	100	748	748	694	0	0	3	0	0	18	48	48	67	52	52	12

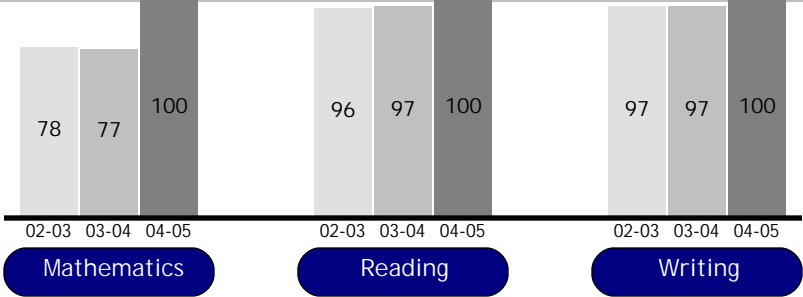
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	88	88	53	98	90	NA	56	100	76	76	51
	Language	100	79	79	45	98	80	80	48	100	77	77	47
	Mathematics	100	85	85	62	98	88	88	66	100	77	77	52
7	Reading	100	82	82	51	95	89	NA	54	100	81	81	50
	Language	98	87	87	54	97	91	91	58	100	82	82	52
	Mathematics	100	82	82	58	97	84	84	62	100	76	76	50
8	Reading	100	84	84	53	100	82	NA	55	100	81	81	51
	Language	100	86	86	49	100	87	87	52	100	79	79	50
	Mathematics	100	82	82	58	100	76	76	61	100	81	81	53
9	Reading	100	75	75	41	100	81	NA	42	100	84	84	51
	Language	100	79	79	42	100	82	82	42	100	82	82	50
	Mathematics	100	81	81	60	100	86	86	63	100	75	75	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Arizona School For The Arts

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	32.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	2	6	2	0
7 to 9 years	1	2	1	0
10 or more years	3	7	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	121
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Piano Lab
- Ü Access to Burton Barr Library

Extracurricular Activities

- | | |
|--------------------------|----------------------------------|
| Ü Academic Decathlon | Ü International Thespian Society |
| Ü Mock Trial | Ü Amnesty International |
| Ü National Honor Society | Ü Fine Arts Club |
| Ü Student Government | Ü Peer Mentoring/Tutoring |

Social Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Accredited as a College Preparatory School by the North Central Association.
- ü Some of the schools to which our graduates have been admitted or attended in the last 3 years: Stanford, Duke, Dartmouth, Georgetown, Boston College, Rice, Vanderbilt, Notre Dame, USC, UC-Berkeley, NYU, Sarah Lawrence, Hampshire, Boston Conservatory
- ü 2004 Flinn Scholar, Three National Merit Finalists, Six National Merit Commendations, Presidential Scholar
- ü 19 of the 26 students in the Class of 2005 had scholarships to one or more colleges: 15 of these students had full tuition waivers from one or more of the Arizona state schools.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	3	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

ASA employs over 30 faculty members to meet the needs of 360 students. Our goals for achievement are clearly stated and reinforced. Our standards of behavior are clearly stated and enforced. Students unable to demonstrate appropriate behavior during class are removed from the classroom setting.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Mark Francis	(602) 257-1444
Community Resources	Leah Roberts	(602) 257-1444
School Nutrition Programs		
Parent Organization	Lois Francis	(602) 257-1444
Student Health/Nurse	Jayne Jachowski	(602) 257-1444

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.